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ABSTRACT

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the 7th year of operation of the Adult Career Counseling Center (ACCC), an agency that has provided career information and counseling to 6,700 area residents since its formation in 1982. These topics are covered in the report: (1) history of the development of the Adult Career Counseling Center and Computer-Assisted Career Guidance Programs with mission statement; (2) description of the ACCC; (3) description of the Computer-Assisted Career Guidance Systems, including DISCOVER for Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), Michigan Occupational Information System, and additional computer-assisted career aids; (4) client demographic information; (5) in-service training; (6) public relations; (7) coordination with the Practicum Counseling Center; (8) research; and (9) future plans. The appendix includes the ACCC resource list, descriptions of career counseling and information services at Oakland University, and descriptions of auxiliary grant-supported services. (ABL)

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ADULT CAREER COUNSELING CENTER

SEVENTH ANNUAL REPORT

September 1989 - June 1990

COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS and CAREER COUNSELING SERVICES

Adult Career Counseling Center
Dr. Howard Splete, Director

Coordinators

Anne Sutton
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Christy Kortryk
Elaine S. Tsangarides

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COMPUTER-ASSISTED
CAREER GUIDANCE
SYSTEMS
and
CAREER COUNSELING SERVICES

Oakland University
Rochester, Michigan

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Director, Adult Career Counseling Center

Edited by

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ACKNOWLEDGEMENTS

Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services. Special recognition is given to President Joseph Champagne, Provost Keith Kleckner and Dean Gerald Pine for their encouragement and support.

The Oakland University Adult Career Counseling Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Roxanne Allen, Virginia Allen, Patrick Bennett, Elyce Cron, Jane Goodman, Pamela Marin, David Meyer and Robert Thomas. The committee's involvement and suggestions have been and continue to be most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Elyce Cron, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Anne Sutton, Elaine Tsangarides, Lucille Kus, and Christy Kortyk. Angela Barnes and Charnese Dixon, receptionists, provided competent and reliable assistance.

Additionally, Gerard Joswiak and Robert McDonald of the Oakland University Computer Center have provided continued support and technical assistance and were helpful in the preparation of this report.

OVERVIEW

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at Oakland University during the seventh year of operation (September, 1989 - June, 1990) of the Adult Career Counseling Center (ACCC).

This report includes the following:

I.	History of the Development of the Adult Career Counseling Center and Computer-Assisted Career Guidance Programs at Oakland University	pg. 1
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II.	Description of the Adult Career Counseling Center (ACCC)	pg. 5
III.	Description of the Computer-Assisted Career Guidance Systems	pg. 7
	A. DISCOVER for Adults	pg. 7
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I. HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER AND COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training employed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five DISCOVER II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems (one DISCOVER II and the SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four DISCOVER II systems were allocated to the School of Human and Educational Services (SHES) to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Area, Chair) -- planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff and student assistants. With the support of Gerald Pine, Dean of the School of Human and Educational Services, the Adult Career Counseling Center (ACCC) was established and located in room 147 on the first floor of O'Dowd Hall. The ACCC was opened for public use in January 1983.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition. In 1986, a second DISCOVER for Adult Learners replaced a DISCOVER II system, as its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients.

In 1989, we added two new software resources - OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit.

Since its formation in 1982, the ACCC has provided service to over 6700 community adults. We are continually striving to improve our efforts in serving the public and in providing in-service program for career guidance professionals.

ADULT CAREER COUNSELING CENTER

A. Mission Statement

1. Career exploration and planning opportunities to community adults at no charge.

2. Training of faculty, staff, students in the use of career guidance practices for adults.

3. Support for research efforts in promoting effective career guidance practices for adults.

Goal I:

Providing of career exploration and planning opportunities to community adults at no charge.

	Objectives	Activities
A.	To aid clients in self analysis relating to their interests, values, abilities, and experiences.	Use of DISCOVER, SIGI PLUS
B.	To provide job descriptions pertaining to careers of interest, such as salary ranges, job growth, and work settings.	Use of DISCOVER, SIGI PLUS, MOIS, OOH, etc.
C.	Aiding in the process of taking the next step, including school selection, resumes, and interview skills.	Counseling Sessions

Goal II.

Training of faculty, staff, students, in the use of career guidance practices for adults.

	Objectives	Activities
A.	Train faculty and staff	Conduct periodic in-service sessions
B.	Train students	Through assignments in CNS 640, 664, & 675
C.	Train area counselors	Through in-service sessions and CNS 675

Goal III.

Supporting research efforts in promoting effective career guidance practices for adults.

	Objectives	Activities
A.	Support Masters level research activities	ACCC counselors conduct research. CNS 660 projects supported.
B.	Support Doctoral research activities	Provide facilities and support to research (sep. summer semester).

II. DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, education in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs — DISCOVER for Adults and SIGI PLUS — are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations or educational and training opportunities. The Michigan Occupational Information System is also available on micro-computer for clients seeking specific career information.

Additional appointments can be made with counselors through the Practicum Counseling Center for clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources in the ACCC, including: course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles) and practical books concerning the process involved in the career search, as What Color is Your Parachute? A complete list of ACCC resources is given in Appendix A.

B. Counseling Process

The process used in the ACCC is as follows:

1. The ACCC client schedules two appointments each for a two hour time allotment.
2. At the first appointment, the counselor gathers background data and conducts a short intake interview to establish the client's purpose for using the system and to determine which computer program will be most helpful for the individual client.

3. After providing an overview of the computer program selected, the client uses either one of the self-directed programs, DISCOVER for Adults or SIGI PLUS. Most clients begin their visits with DISCOVER use which is supplemented with SIGI PLUS use as needed.

4. Assistance to the client is provided when necessary.

5. After completion of the client's two visits, the counselor conducts a short exit interview to determine what the client's next steps will be. Additional appointments may be scheduled for computer use, job skills training or resume preparation, as appropriate. Referral may be made to the Practicum Counseling Center, or other university and community resources.

C. Client Concerns Related to ACCC Use

Clients seek the services of the ACCC for a variety of reasons. The following continue as general concerns of clients utilizing the center.

1. Career and developmental transition issues. The most frequently stated concern was that the client was unhappy with their present job situation and wanted to learn about other options. Clients also wanted to undertake career exploration the "right" way and not repeat previous errors. Other transitional and developmental issues were grouped as:
   * Unemployed worker moving to new occupation or field
   * Homemaker or recently divorced female moving into world of work
   * Adolescent moving to young adulthood
   * Midlife career changes, both men and women
   * Workers moving toward retirement

2. Personal Issues Related to Career Planning: Many clients exhibited lack of self-confidence, underrating one's ability, and insufficient differentiation of interests. Many other clients had an interest in exploring their changing value systems. Other clients were seeking more challenging or financially rewarding positions. Occasionally, clients would need additional counseling and were referred to the Practicum Counseling Center.

3. Educational Planning. Non-Oakland University students, undecided about their career plans, utilized the ACCC to research fields for study as well as specific jobs. Clients also sought information on alternative occupations that would allow them to switch careers without switching majors. College re-entry was another avenue clients explored, especially for adults who had not completed an undergraduate degree.

III. DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS

A. DISCOVER for Adults

The Adult Career Counseling Center offered the 1989 version of DISCOVER FOR ADULTS, a computer-based career planning and information system. DISCOVER is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER FOR ADULTS in conjunction with counselor assistance.

There are two ways to use DISCOVER: the "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine modules are described below:

Module 1: BEGINNING THE CAREER JOURNEY

* Begin exploration
* Determine knowledge of career planning process
* Receive suggestions on which modules to use

Module 2: LEARNING ABOUT THE WORLD OF WORK

* Explore the World-of-Work map featuring 13,000 occupations
* Browse programs of study and occupations by categories

Module 3: LEARNING ABOUT YOURSELF

* Increase self-understanding by completing inventories of interests, abilities, experiences and values

Module 4: FINDING OCCUPATIONS

* Choose a realistic educational level
* Get a list of occupations by completed inventory(s) of Module 3
* Or get a list by choosing eight job characteristics
* Ask about specific occupations not listed on prior lists

Module 5: LEARNING ABOUT OCCUPATIONS

* Choose occupations to look at, or
* Have computer shorten list
* Then, get detailed information on 15 topics concerning each of those occupations.

Module 6: MAKING EDUCATIONAL CHOICES

* Identify paths of training
* Identify programs of study

Module 7: PLANNING NEXT STEPS

* Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs
* Identify sources of financial aid
* Learn job seeking skills: create a resume, cover letter or job application

Module 8: PLANNING YOUR CAREER

* Look at present life roles
* Decide how these life roles may change in the future
* Plan action steps towards your future career

Module 9: MAKING TRANSITIONS

* Understand the nature and impact of transitions
* Learn to weather a transition with minimal stress

B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS (SIGI PLUS)

SIGI PLUS is an advanced career guidance system which covers major aspects of career decision-making and planning. It is a system composed of nine separate but interrelated sections. In the new 1989 version, a "user record" is created and job outlook information has been updated for all occupations and four new occupations have been added to the list: hydrogeoligist, geriatric social worker, orthoist/prosthetist and court clerk. It contains modules:

1. SELF - ASSESSMENT: FIND OUT MORE ABOUT YOURSELF

* Look at work related VALUES and decided what is most important to you
* Choose the main INTEREST field you want to use at work
* Look at various ACTIVITIES and decide which ones you like and can do well

2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE

   * Choose features you want in your work
   * Choose features you want to avoid in your work
   * Assemble a list of occupations

3. INFORMATION: GET FACTS ON OCCUPATIONS

   * Ask specific questions about occupations including,
     - what skills each occupation requires
     - possibilities for advancement in the field
     - what the income potential is
     - the national employment outlook in the field
     - what the education requirements are

4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS

   * See specific and managerial skills required
   * Rate yourself on these skills
   * See how job skills are applied in chosen field

5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION

   * See typical paths to any occupation
   * See typical training or education needed
   * Consider four important factors related to preparing
   * Estimate your likelihood of completing preparation

6. COPING: GET HELP WITH PRACTICAL PROBLEMS

   * Explore if you can do what is required
   * Get suggestions about how to handle worries common to adults

7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

   * Ask questions about three occupations at a time
     - what are the rewards?
     - what are my chances?

8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

   * Start moving toward your career goals by planning short term strategies such as:
     - getting more education or training
     - developing new skills
     - overcoming obstacles

C. MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)

MOIS is an up-to-date and easy to use system of occupational and educational information specifically for the State of Michigan.

Specific individuals who may benefit from MOIS include:

* Those wanting detailed information on occupations and training in Michigan.
* Persons undecided about their future.
* Homemakers reentering the work force.
* Displaced workers or others searching for work opportunities.

Using MOIS:

1. Clients with a specific occupation in mind are directed to the individual "MOISCRIPTS" or job descriptions. MOISCRIPTS are specific for the state of Michigan and cover the following:

   * Job duties
   * Working conditions
   * Methods of occupational entry
   * Salaries and wages
   * Chances for advancement
   * Employment outlook by geographical region
   * Educational requirements
   * Tips for finding more information

   Information is also provided on EDUCATION and TRAINING that may be needed for the occupations selected. Specific education and training information included.

2. A MOIS STRUCTURED SEARCH is also available. The search option will suggest occupations to undecided clients based on seven search areas.

   * Interests
   * Areas of work
   * Physical strengths
   * Physical capabilities
   * Working conditions
   * Education
   * Temperament

   The system evaluates client input and provides a list of job titles. Clients may explore the MOISCRIPTS for the occupations they are most interested in.

D. ADDITIONAL COMPUTER-ASSISTED CAREER AIDS

1. OCCUPATION PROJECTIONS AND TRAINING INFORMATION FOR MICHIGAN OPTIM

The ACCC was fortunate this year to go on-line with the Michigan Occupational Information Coordinating Committee's (MOICC) OPTIM system. OPTIM is a supply and demand data abase and information delivery system specifically for the state of Michigan. The OPTIM system is located at Wayne State University and is accessed via telecommunication equipment and software. OPTIM provides career explorers easy access to current job outlook information. OPTIM also provides information on occupational trends, educational options, job concentrations and other factors that affect training or occupational decisions. OPTIM gives the client power to easily retrieve, organize and cross reference information.

Key OPTIM information and system features include,

* Occupational employment information by area
* Occupational supply-demand analysis
* Inventory of postsecondary educational programs

* Earnings and training time by occupation
* User-directed occupational searches and rankings
* Occupational information by industry
* Industry employment
* Alphabetic search to occupations and industry by name
* Occupation-to-training program code "crosswalk"
* Economic development module that estimates potential needs for new firms locating in an area.

Clients may print out information they are interested in or "download" the information onto floppy disks.

OPTIM should prove to be a welcome and informative addition to the ACCC family of career search software.

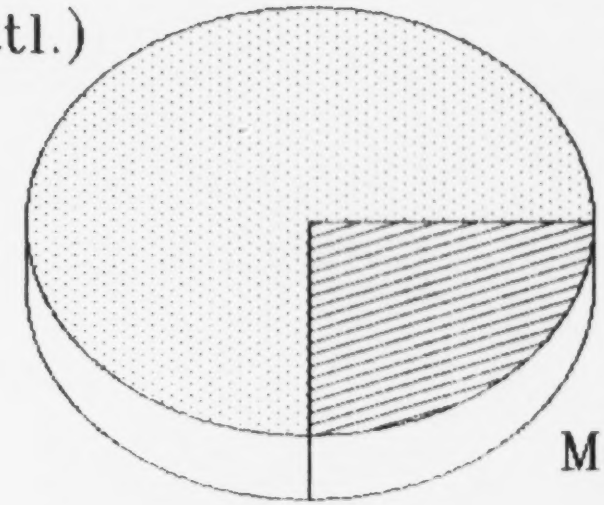
2. THE RESUME KIT

Resume Kit enables clients to write resumes directly on the computer. The program allows clients to input personal information, experiences, references, education, skills and interests The program then organizes the given information into various resume styles. Once written, the resume may be printed with special typefaces giving the finished resume a professional appearance.

Many students were in-serviced on use of the Resume Kit in the past year. It was also utilized by practicum counselors while working with career development clients. The Resume Kit continues to play a valuable role for clients and students interested in developing resumes.

GENDER OF CLIENTS
By Percentage

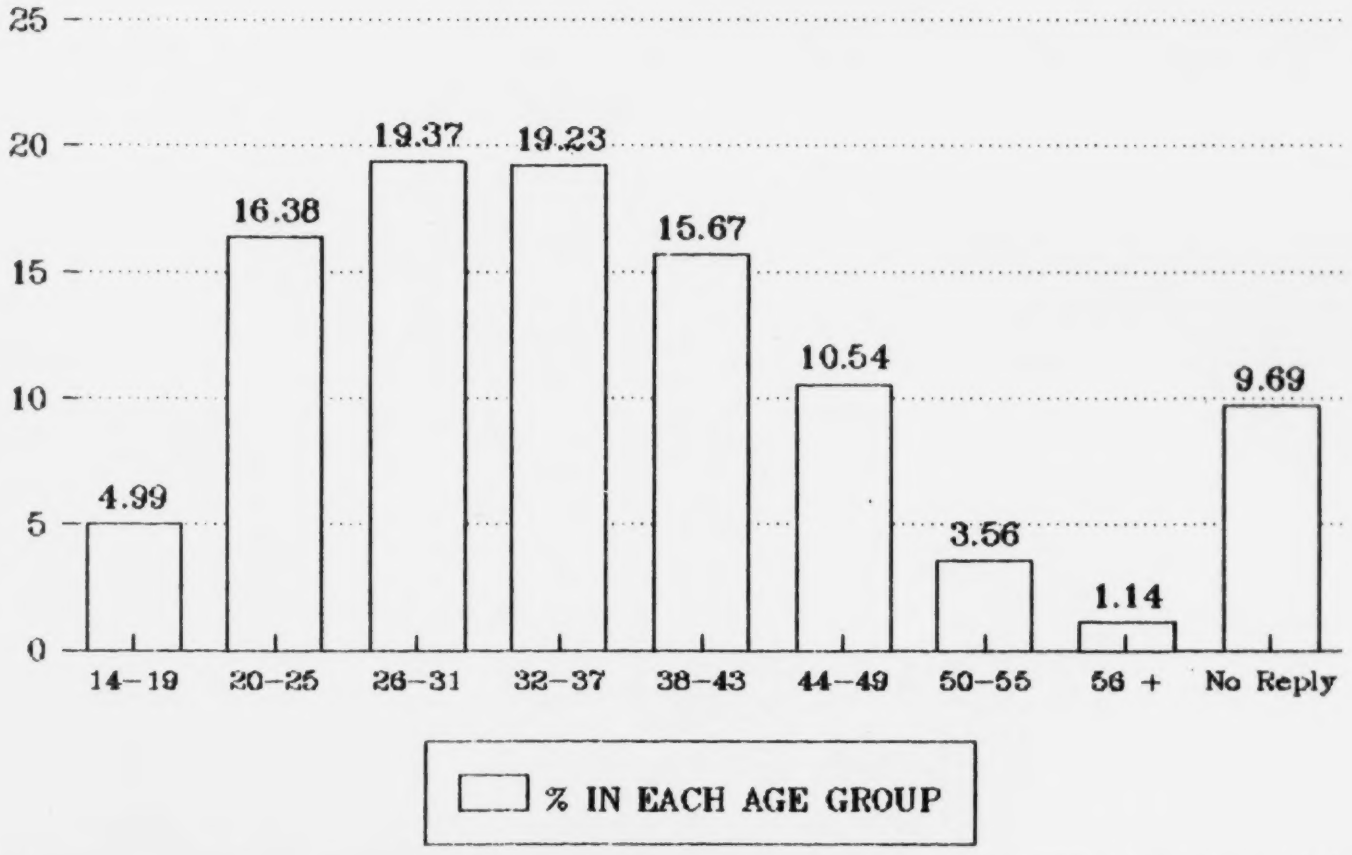
Females (527 ttl.)
75.07



Males (175 ttl.)
24.93

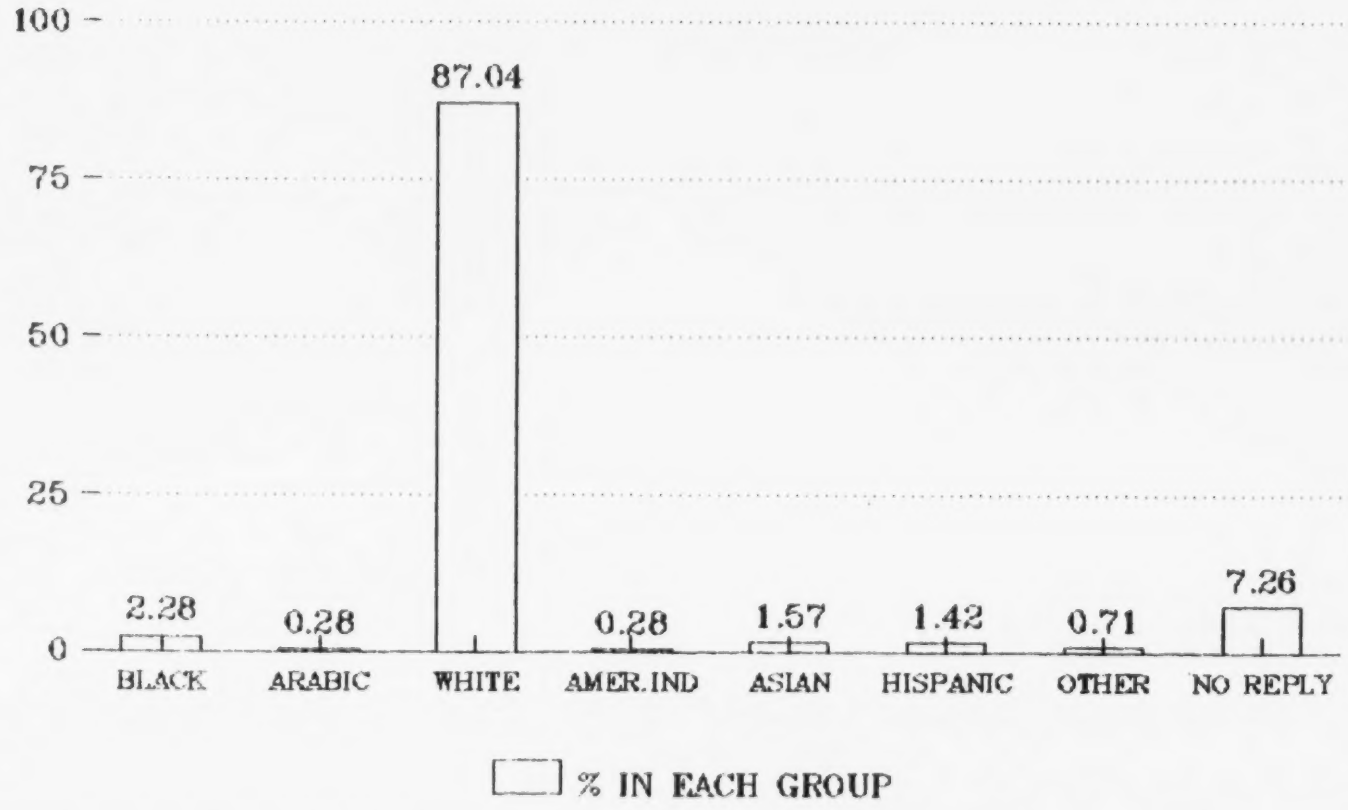
1. Client Demographic Information- From September 1989 to June 1990, 702 Clients used the services of the Adult Career Counseling Center (ACCC). The average number of visits per client was two. The following information was gathered from the questionnaires completed by the clients during their first visit to the ACCC.

CLIENT AGE
By Percentages



2. Client Age- The age range of clients was from 15 years to over 56 years, with the majority of clients between 20-43 years.

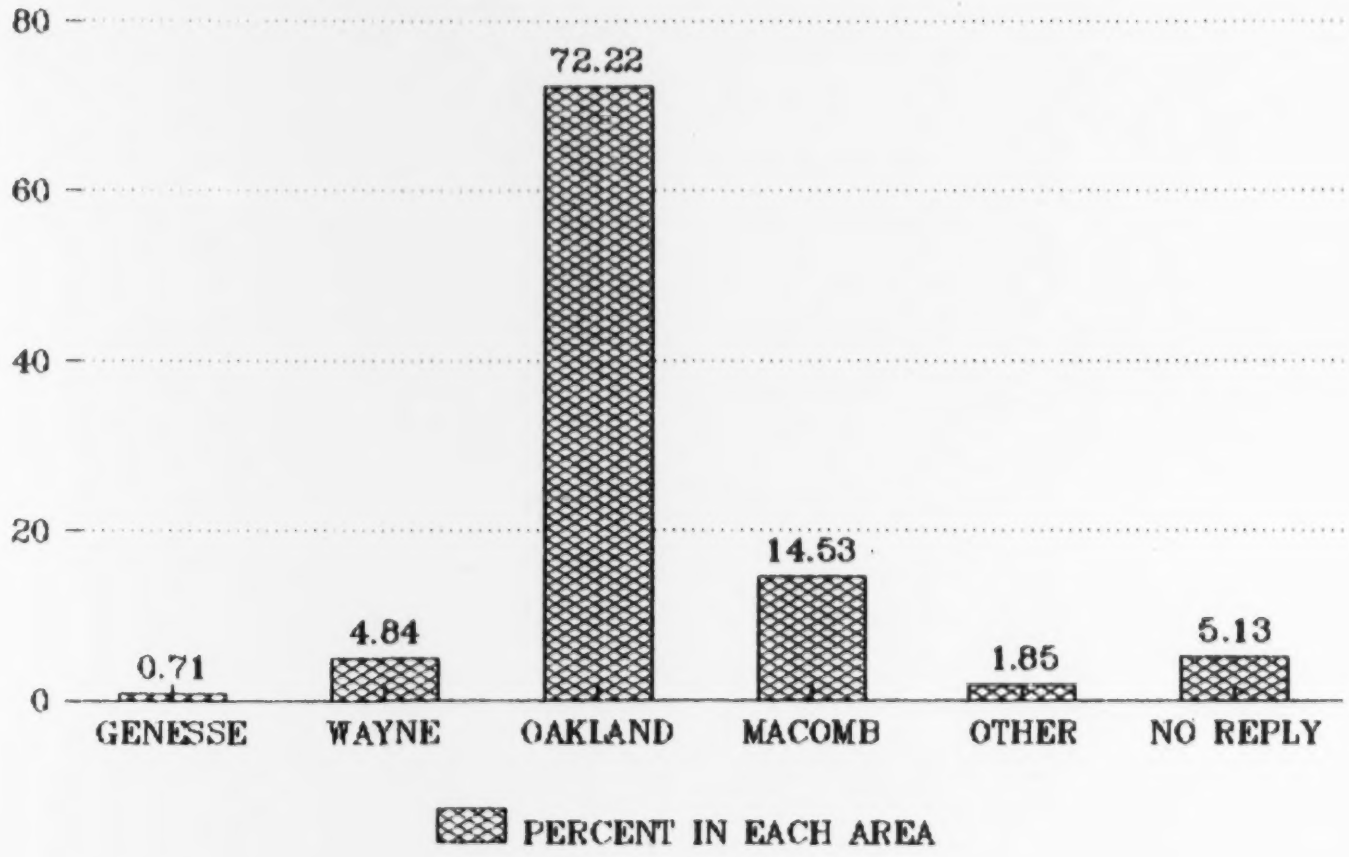
CLIENT ETHNIC BACKGROUND
By Percentages



3. Ethnic Background of Clients- 86% of the ACCC clients were white. The distribution of client ethnic origin is shown above.

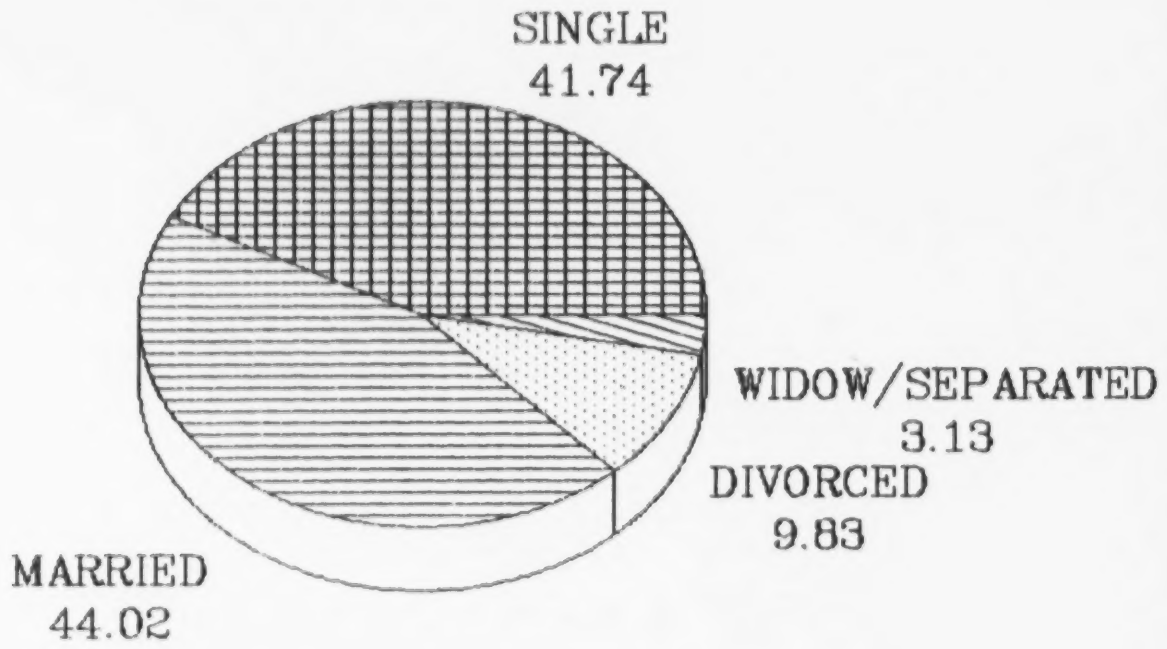
GEOGRAPHIC DISTRIBUTION OF CLIENTS

By Percentages



4. Geographical Distrubution of Clients- 92% of ACCC clients live in the Tri-County area surrounding Detroit, as show above.

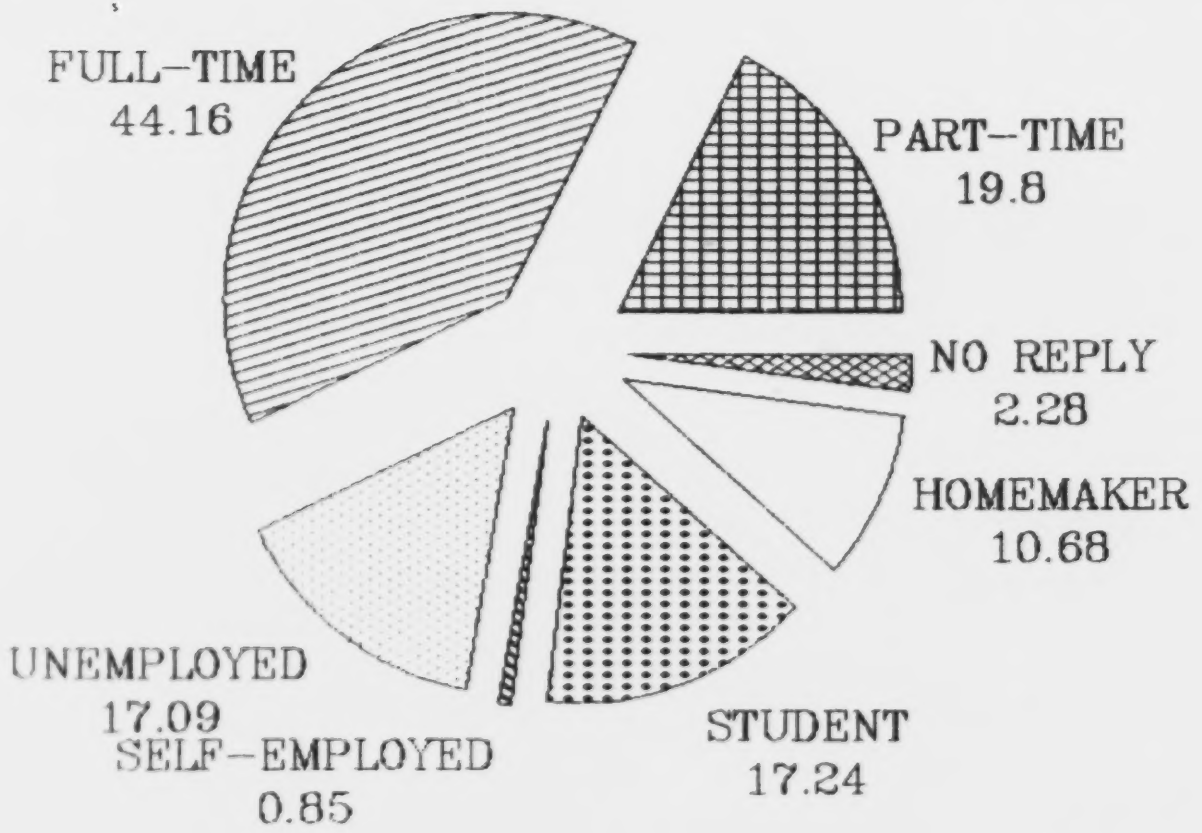
MARITAL STATUS OF CLIENTS
By Percentage



5. Marital Status

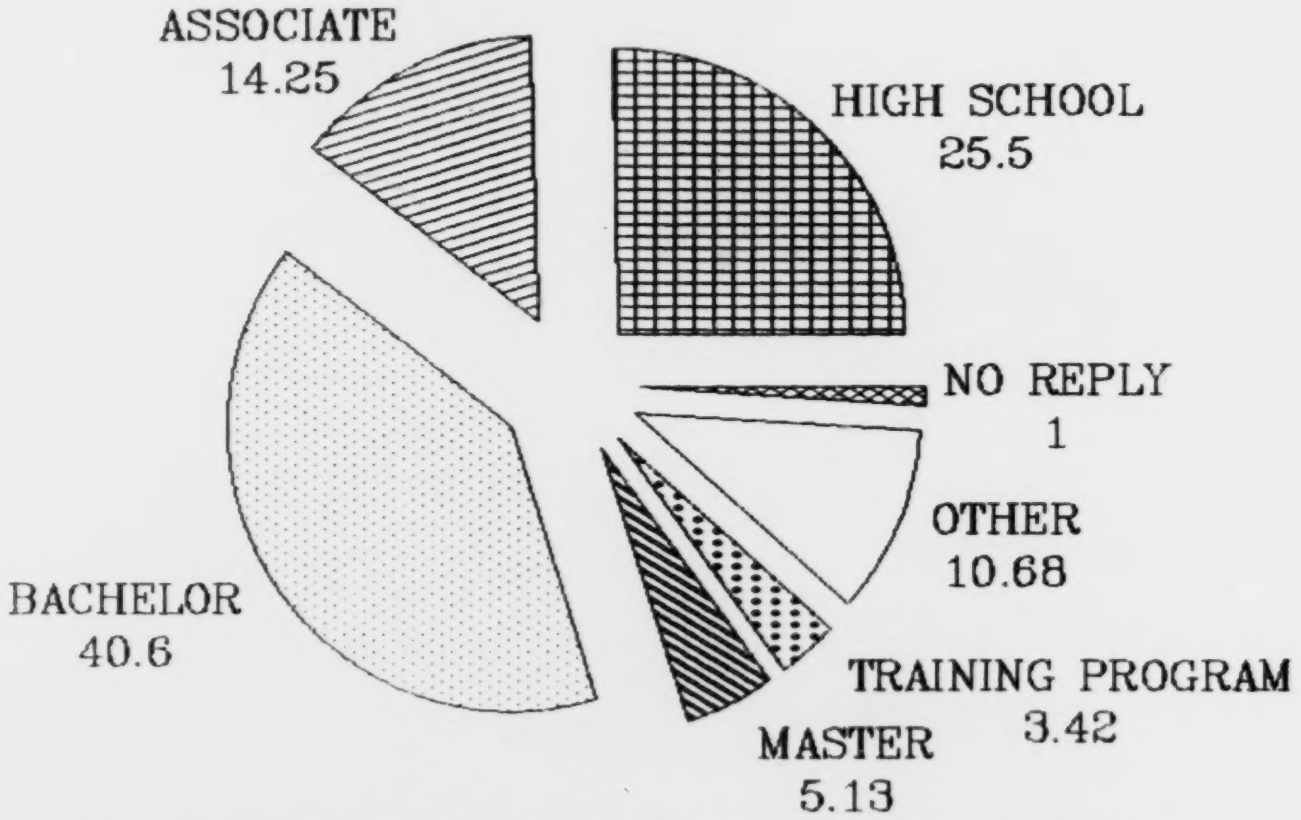
EMPLOYMENT STATUS OF CLIENTS

By Percentage



6. Employment Status of Clients

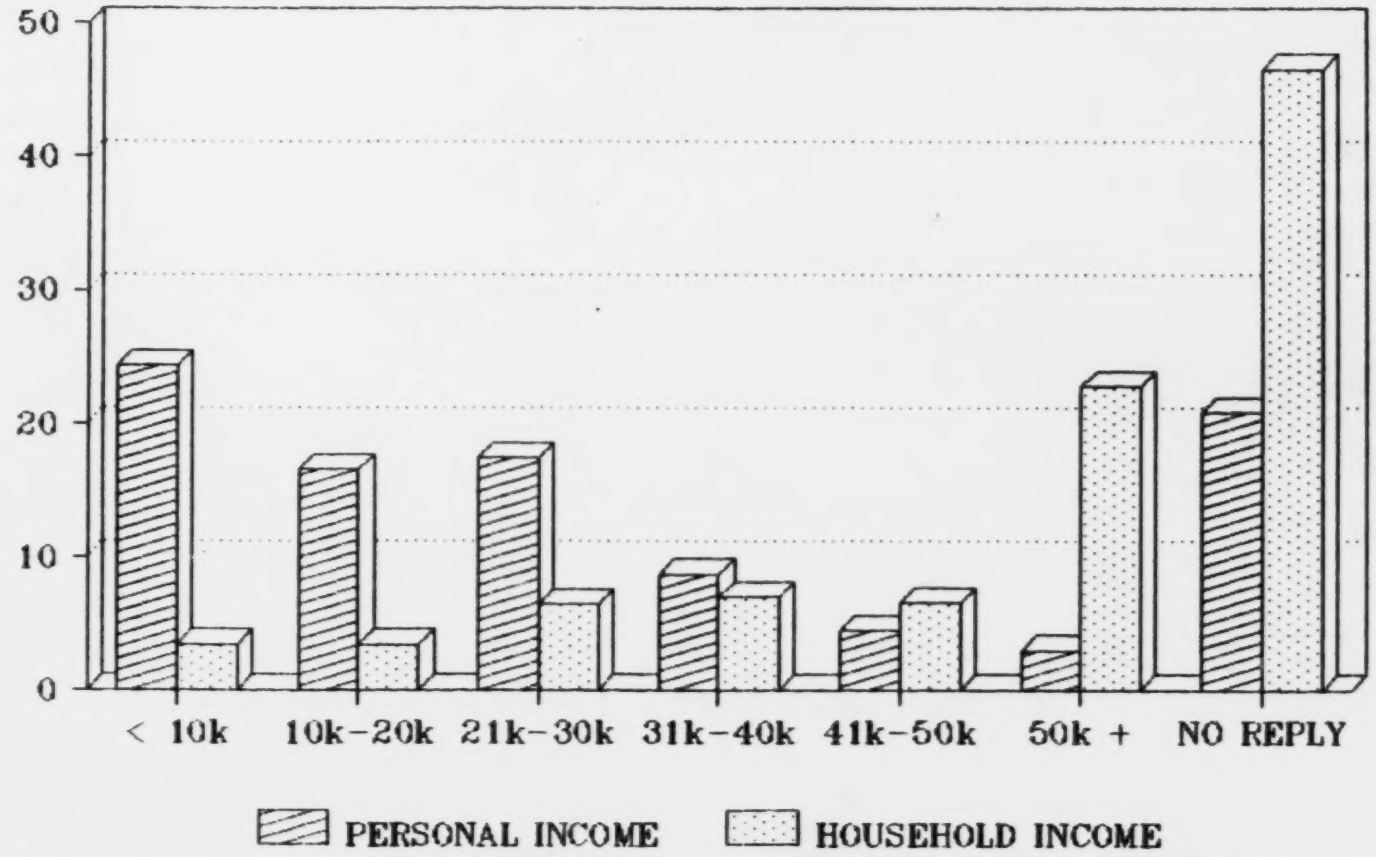
EDUCATIONAL LEVEL
By Percentage



7. The educational background ranged from 9th grade through the completion of a Ph.D, as shown above.

PERSONAL AND HOUSEHOLD YEARLY INCOME

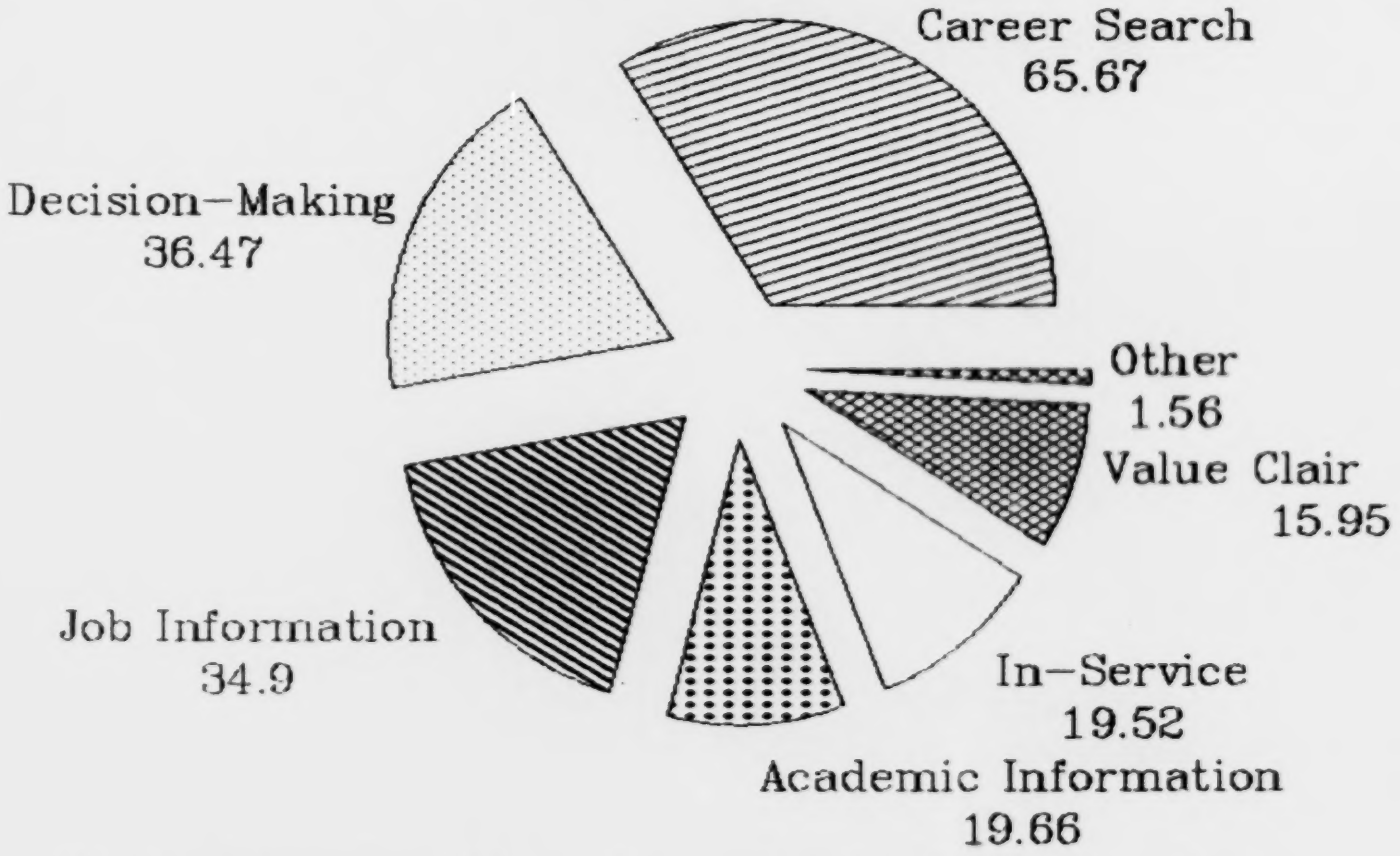
By Percentage



8. Personal and Household Income- A large percentage of clients chose not to report their income. The majority of the reported personal income was below $30k, while the most reported household income was above $50k.

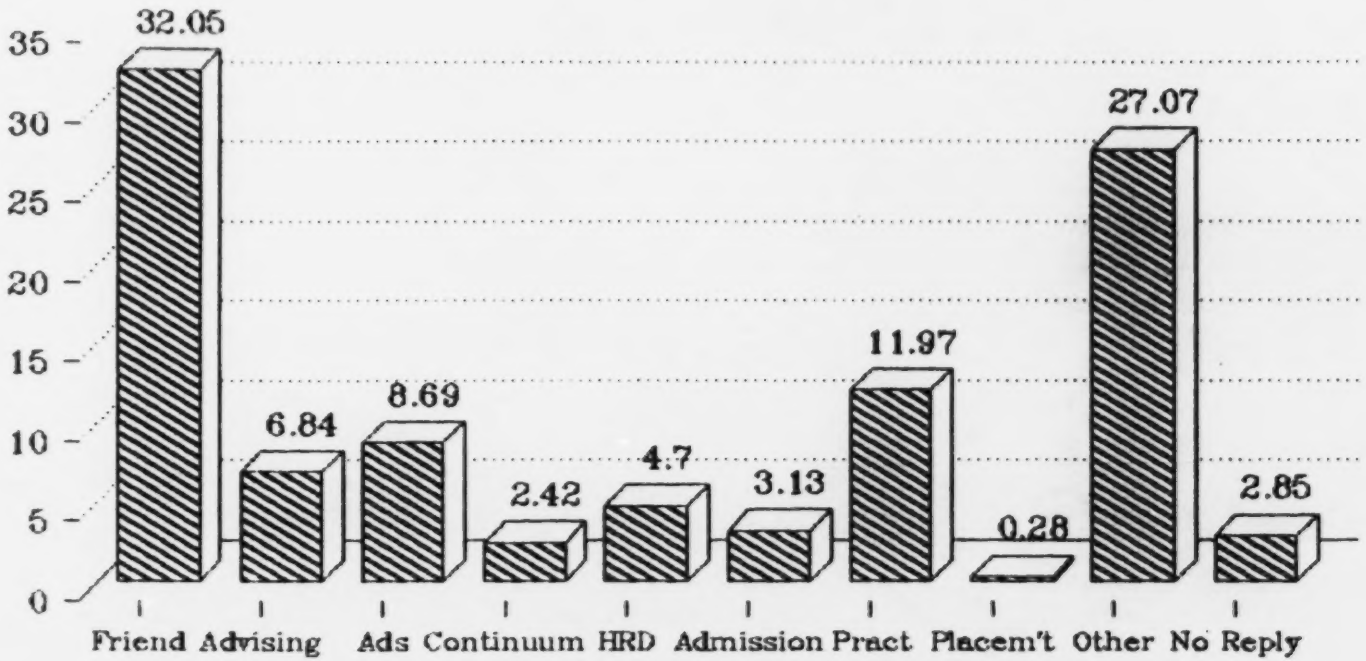
PURPOSE FOR USING THE SYSTEM

By Percentage



9. Client's reasons for seeking assistance from the ACCC are shown above.

REFERRAL SOURCE
By Percentage



10. Clients learned of the Accc through various sources. "Word of Mouth" was the the most frequent source. The chart above depicts the referral source distribution.

V. IN-SERVICE TRAINING

In addition to providing service to community adults, the ACCC provided a number of in-service programs. Students were given the opportunity to become familiar with the computer-assisted career guidance programs and the other resources of the ACCC, facilitating both personal and professional growth. The following classes sent students for in-servicing at the ACCC during the 1989-90 school year:

1) The undergraduate Human Resources and Development HRD 364: 32 students.
2) The graduate counseling class in careers CNS 640: 50 students.
3) The graduate practicum counseling class, CNS 664: 50 students. Of particular interest, was the successful use of Pyle's video, "Counseling with SIGI Plus" as instruction tool with the Winter, 1990 Practicum students.
4) The new advanced graduate counseling careers class, CNS 675: 12 students.

Also, all four members of the ACCC staff were in-serviced on our new Resume Kit program.

In addition, we also offered our services to groups and individuals visiting the ACCC. This service was afforded to:

* Several community counselors
* Representatives from the Michigan State Department of Education

Also, we were approached for information regarding our services by Brandon High School in Ortonville, Michigan In addition to our Pillars brochure, we provided a list of community and government programs regarding apprenticeships and on-the-job training, and a list of jobs which require two years or less of training for their adult education program. These resources are part of our own hand-outs which we provide to displaced homemakers.

We were also approached for information regarding our services by the Hi-Tech Center in Auburn Hills.

Overall, the ACCC was able to in-service over 200 people from September, 1989 until June of 1990.

VI PUBLIC RELATIONS

A. Highly Favorable Referral Rate Within the Community

The most stimulating and rewarding aspect of public relations continues to be recommendations made from client to client in adjacent, as well as, remote communities. This client referral system fits perfectly with the mission of the ACCC which is to provide career guidance for adults of southeastern Michigan.

B. Press Notices

Jim Llewellyn, Senior Editor, and News Director for University Relations, sent out a press release to a number of community and trade publications which generated considerable activity in the Fall of 1989. We should have also sent out a release early in January, 1990, since our clientele was slightly down. Our new policy will consider these optimum times for press releases in the future.

C. New Projects This Year

1. On November 15, 1989 as part of National Career Development Month, the ACCC staff hosted an open house for all university personnel and interested community members.

2. A member of our ACCC staff met with 30 Seven A.M. Scholars (SAMS) at Pontiac Central High School to talk with these high school students on choosing a career and on the facilities available to them at the ACCC.

3. In addition to adding numerous books to our resource material (see Appendix A), we have also created a file to provide hand-outs on such various topics as: the job information interview, 50 most asked interview questions, resume writing and other job hunting skills. These handouts have enhanced the career counseling experience.

D. Conferences

The ACCC was represented by the entire staff at the AACD Conference in Cincinnati. In addition, two of our ACCC counselors, Elaine Tsangarides and Ann Sutton presented their research at the Michigan Career Development Association Conference in Ann Arbor this spring. The director attended the Annual Conference of the American Association for Counselor Education and Supervision as well as the MACD conference

VII. COORDINATION WITH PRACTICUM COUNSELING CENTER

The coordination of the services of the Practicum Counseling Center (PCC), with the Adult Career Counseling Center, took place in the Fall of 1986 and the Winter of 1987 to the benefit of both centers.

Practicum Counselors (graduate students in CNS 664) were eligible to counsel ACCC referrals if they met the following criteria:

1) Completion or current enrollment in CNS 665, Career Development and Life/Work Planning, and/or

2) Completion of in-service to refresh their knowledge of the computer-assisted career guidance systems and ACCC resources.

During their first session with a PCC counselor, ACCC referral clients were given the option of choosing their preferred number of personal counseling sessions (ranging from 2 to 9 sessions, with most opting for 5 sessions) with their PCC counselor.

As the PCC is in operation only during the Fall and Winter semester, the option of personal counseling with a PCC counselor was not available to ACCC clients during the Spring semester. ACCC clients did take advantage of the opportunity for personal counseling with a PCC counselor as follows:

Number of Referrals Made to PCC

Fall 1989	=	27
Winter 1990	=	13
Total	=	40

Another collaborative effort of the two centers was the purchase and installation of six new state-of-the-art video cameras and lenses in the counseling rooms. They replace the cameras which were installed when the Practicum Counseling Center opened over ten years ago. Grant monies, targeted to enhance the teaching of career counselors made this purchase possible. The first class to benefit from the new cameras, 675, Advanced Careers, found the color, resolution, and wide-angle view to be very helpful in their supervision. The student career counselors video-taped their counseling sessions for both personal review and in-class feedback. Viewing each other's work enabled each student to see and work with a wide variety of career client issues, adding considerably to the possibility of a rich learning experience.

VIII. RESEARCH

1) A study of the relationship between personality type as measured by the Myers Briggs Type Indicator and Career Indecision; 2) Work Value of Mid-life Men; 3) Mid-career Changers: Adult Women in the Work Force; 4) Follow-up Research Project.

A STUDY OF THE RELATIONSHIP BETWEEN PERSONALITY TYPE AS MEASURED BY THE MEYERS BRIGGS TYPE INDICATOR AND CAREER INDECISION

BY ANNE SUTTON

A study of career indecision in adult women who sought career counseling at the Adult Career Counseling Center was developed. Career indecision has been extensively studied in college-age students, but less attention has been paid to adult women who have difficulty making career decisions. Career indecision may be more related to internal factors (such as personality type) than external factors (such as anxiety or a lack of career information) than previously thought. If a single personality type can be consistently identified as career indecisive, then doors may open for interventions with this specific personality type.

To study personality type in career indecisive women, two additional assessments were given participants, the Career Decision Scale, a measure of career indecision, and the Myers Briggs Type Indicator which generates 16 specific personality types. All participants were drawn from the standard client pool at the ACCC and also completed the Discover Career Counseling Software Program. As an added incentive, participants were given the option of having their results on the MBTI interpreted to them.

To date, (May, 1990) 25 women have agreed to participate in the study. Their MBTI types have been recorded along with their level of career indecision as measured by the CDS. Data will continue to be collected until the subject number reaches 50.

It is hypothesized that a specific MBTI type will emerge as career indecisive based upon statistical analysis. If found, this indecisive type will be important information for career counselors. All findings will be compiled into an article for possible publication. It is hoped that further study into the relationship between career indecision and personality type may be undertaken in the future.

INTRINSIC/EXTRINSIC

BY: ELAINE S. TSANGARIDES

This pilot study investigated intrinsic and extrinsic work values of men as an outcome of the specific age-related stages defined by Daniel J. Levinson. Randomly chosen subjects consisted of twenty employed men, ages 30-35, and twenty employed men, ages 40-45, who sought help at the Adult Career Counseling Center (ACCC) at Oakland University from fall, 1989 through winter, 1990.

A questionnaire, designed on a likert-type scale, consisting of fifteen statements, each of which represents an intrinsic or extrinsic source of job dissatisfaction, was used. This questionnaire is based upon the values module of a computer-assisted career guidance program known as SIGI (System of Interactive Guidance and Information). The values were grouped into intrinsic and extrinsic according to Zytowski's taxonomy of work values.

Results suggest that men in the older age group have a greater need for leisure time (intrinsic) and for an easy commute (extrinsic) while the younger group had a greater need for on-the-job learning (extrinsic). Preliminary conclusions also suggest the development of a work values inventory in which the definitions of intrinsic and extrinsic work values are re-defined from a developmental perspective.

MID-CAREER CHANGERS: ADULT WOMEN IN THE WORK FORCE

BY: LUCILLE KUS

An increasing number of women between the ages of 30-40 who come to the ACCC are seeking career changes. The reasons given for this action are 1) lack of opportunity for growth in present job, 2) need to look at long range career goals, 3) reevaluation of values, needs, and priorities.

During the coming year, my research will focus on the study of the differences in work values and role values of female college seniors age 22-24 searching for a career and women age 30-40 with a four-year degree who are presently in the work force seeking a career change.

My hypothesis is as follows:

1. As women reach adulthood (age 30-40) and have more experience and flexibility in life roles their work values change precipitating a mid-career change.

2. There is a positive correlation between the flexibility in life roles and a shift in work values from extrinsic to intrinsic for adult women.

3. There is a difference in work values and role values between college seniors (age 22-24) and women age 30-40 with a four-year degree presently in the work force seeking a career change.

I plan to use the Salience Inventory and Values Scales, designed by Donald E. Super, University of Georgia and Dorothy D. Nevill, University of Florida, to measure orientation to life roles and intrinsic and extrinsic values of employed 30-40 year old female college graduates and age 22-24 female college seniors seeking career decision assistance.

FOLLOW-UP RESEARCH PROJECT

BY: CHRISTY KORTRYK

I plan to conduct a Follow-up study for the Adult Career Counseling Center. In the seven years of operation, the ACCC had not conducted an extensive Follow-up study to investigate how well the center is meeting the needs of its clients. My goal is to develop this study.

I have started by constructing a Mission Statement for the center (see page 30). I will use this statement to make my assessment of the ACCC's success in meeting its proposed mission. The second phase of the Follow-up study included the development of an Exit Check List. This check list was designed to obtain immediate responses from our clients, pertaining to their perceptions of their visit(s) to the ACCC (see following pages).

The third phase of the project was the assembly of a Follow-up Questionnaire. After extensive research and contacts with other Career Counseling Centers, working with community adults, a proposed questionnaire was constructed. The intent of the questionnaire is to explore the impact the Adult Career Counseling Center (ACCC) has on its clientele. Impact is roughly defined as: change in careers or decision to, gained education/training or decision to, or obtaining information supporting new career directions.

This Follow-up questionnaire will be refined and implemented in the fall of 1990 and will be completed by June of 1991. Approximately 1400 clients will be questioned from the past three years the center had been operating, 200 clients from each year, will be questioned. A mailed survey will be sent to each randomly selected individual, with the request that it be filled out and sent back in a pre-addressed and stamped envelope provided.

The data obtained for the Follow-up questionnaire and the Exit Check list will be compiled into an overall assessment of the ACCC impact on its clients and how successfully the mission of the center is being met. With this information the ACCC will be able to fine tune its services to better meet the needs of community adults in career transition.

Adult Career Counseling Center
Oakland University

MISSION STATEMENT:
The ACCC is to provide:

1. Career exploration and planning opportunities to community adults at no charge.

2. Training of faculty, staff, students in the use of career guidance practices for adults.

3. Support for research efforts in promoting effective career guidance practices for adults.

Goal I:
Providing of career exploration and planning opportunities to community adults at no charge.

Objectives	Activities
A. To aid clients in self analysis relating to their interests, values, abilities, and experiences.	Use of DISCOVER, SIGI PLUS
B. To provide job descriptions pertaining to careers of interest, such as salary ranges, job growth, and work settings.	Use of DISCOVER, SIGI PLUS, MOIS, OOH, etc.
C. Aiding in the process of taking the next step, including school selection, resumes, and interview skills.	Counseling Sessions Referrals done

Goal II.
Training of faculty, staff, students, in the use of career guidance practices for adults.

Objectives	Activities
A. Train faculty and staff	Conduct periodic in-service sessions
B. Train students	Through assignments in CNS 640, 664, & 675
C. Train area counselors	Through in-service sessions and CNS 675

Adult Career Counseling Center
Oakland University

Goal III.
Supporting research efforts in promoting effective career guidance practices for adults.

Objectives	Activities
A. Support Masters level research activities	ACCC counselors conduct research. CNS 660 projects supported.
B. Support Doctoral research activities	Provide facilities and support to research (esp. summer semester).

Adult Career Counseling Center

EXIT CHECK LIST

Please indicate if you have done any of the following things during your visit(s) to the Adult Career Counseling Center.

5- I have done this during my visit(s) to the ACCC.
4- I have started this, but need to do more work.
3- I know what to do about it.
2- I have thought about it, but do not yet know what to do about it.
1- I have not yet thought much about it.

	Rating				
1. Learned what my values, interests, experiences, and abilities are.	5	4	3	2	1
2. Clarified/explored my own values, experiences, abilities, and interests.	5	4	3	2	1
3. Decided which values are most important to me.	5	4	3	2	1
4. Find out how my interest/abilities can be used in an occupation.	5	4	3	2	1
5. Clarifying my ideas about the type of work I would really like to do.	5	4	3	2	1

What will your next step be:

5- I have already done this
4- I plan to do this
3- I did not know of this option
2- I have not decided if I will do this
1- I do not intend to do this

6. Gathering more information about what people do in certain kinds of work.	5	4	3	2	1
7. Learning what skills and training are required for certain jobs.	5	4	3	2	1
8. Interviewing by phone or in person someone in my area of interest.	5	4	3	2	1
9. Making specific plans to achieve my current career goals.	5	4	3	2	1
10. Getting the special training and experience I need to qualify for my occupational choice.	5	4	3	2	1

11. Selecting my first job or a plan to get training for my first job. 5 4 3 2 1

12. Get more career counseling. 5 4 3 2 1

13. Registered at an employment office, placement center or with a head hunter 5 4 3 2 1

14. Which of the following have you done since your visit(s) to the ACCC? Check as many as apply.

	Yes	No
a) Talked with a counselor about career planning	___	___
b) Talked with an important adult (i.e. spouse, significant other, parent, friend) about career planning.	___	___
c) Sought more information about a school or an occupation.	___	___
d) Registered for course work related to your career interests.	___	___

e) Other what: _____

15. What progress have you made in career planning since your first use of the ACCC? Select as many as apply.
    a) Tentatively selected one or more occupations
    b) Tentatively selected to go to get specific training or schooling.
    c) Other what: _____

16. Overall, with which of these things did the ACCC help you? Select as many as apply.
    a) Learning about myself
    b) Learning about occupations
    c) Find schools appropriate for me
    d) Select an occupation I want to pursue
    e) Determine my next step
       If (e) what is it? _____
    f) None of these

17. Were the counselors of the ACCC
    a) Very helpful
    b) Somewhat helpful
    c) Not helpful

Adult Career Counseling Center

18. Were the receptionists of the ACCC
    a) Very helpful
    b) Somewhat helpful
    c) Not helpful

19. Did your visit(s) run smoothly and pleasantly?
    a) Yes
    b) No If so, what could be improved?

_____

_____

_____

Adult Career Counseling Center

EXIT CHECK LIST RESULTS FOR 51 CLIENT RESPONSES
FOR THE TIME PERIOD OF 1-5 TO 1-6 1990

Please indicate if you have done any of the following things during your visit(s) to the Adult Career Counseling Center.

5- I have done this during my visit(s) to the ACCC.
4- I have started this, but need to do more work.
3- I know what to do about it.
2- I have thought about it, but do not yet know what to do about it.
1- I have not yet thought much about it.

	Rating				
1. Learned what my values, interests, experiences, and abilities are.	5	4	3	2	1
percentages:	47	33	10	10	0
2. Clarified/explored my own values, experiences, abilities, and interests.	5	4	3	2	1
percentages:	33	33	10	10	0
3. Decided which values are most important to me.	5	4	3	2	1
percentages:	35	35	22	10	0
4. Find out how my interest/abilities can be used in an occupation.	5	4	3	2	1
percentages:	38	34	14	14	0
5. Clarifying my ideas about the type of work I would really like to do.	5	4	3	2	1
	28	45	17	10	0

What will your next step be:

5- I have already done this
4- I plan to do this
3- I did not know of this option
2- I have not decided if I will do this
1- I do not intend to do this

6. Gathering more information about what people do in certain kinds of work.	5	4	3	2	1
percentages:	29	43	4	6	4
7. Learning what skills and training are required for certain jobs.	5	4	3	2	1
percentages:	25	63	4	2	4
8. Interviewing by phone or in person someone in my area of interest.	5	4	3	2	1
percentages:	8	47	4	27	16
9. Making specific plans to achieve my current career goals.	5	4	3	2	1
percentages:	17	71	0	12	0

10. Getting the special training and experience I need to qualify for my occupational choice.		5	4	3	2	1
	percentages:	12	71	0	16	2
11. Selecting my first job or a plan to get training for my first job.	5	5	4	3	2	1
	percentages:	18	69	4	8	4
12. Get more career counseling.	5	5	4	3	2	1
	percentages:	4	43	4	24	20
13. Registered at an employment office, placement center or with a head hunter		5	4	3	2	1
	percentages:	12	22	4	22	39

14. Which of the following have you done since your visit(s) to the ACCC? Check as many as apply.

	Yes	No
a) Talked with a counselor about career planning	48%	52%
b) Talked with an important adult (i.e. spouse, significant other, parent, friend) about career planning.	80%	20%
c) Sought more information about a school or an occupation.	66%	34%
d) Registered for course work related to your career interests.	53%	47%
e) Other what: _____	31%	69%

15. What progress have you made in career planning since your first use of the ACCC? Select as many as apply.

	Percentage
a) Tentatively selected one or more occupations	61%
b) Tentatively selected to go to get specific training or schooling.	21%
c) Other what: _____	15%

16. Overall, with which of these things did the ACCC help you? Select as many as apply.

	Percentage
a) Learning about myself	53%
b) Learning about occupations	65%
c) Find schools appropriate for me	12%
d) Select an occupation I want to pursue	24%
e) Determine my next step	20%
If (e) what is it? _____	
f) None of these	

Adult Career Counseling Center

17. Were the counselors of the ACCC

	Percentage
a) Very helpful	94%
b) Somewhat helpful	0%
c) Not helpful	0%

18. Were the receptionists of the ACCC

	Percentage
a) Very helpful	96%
b) Somewhat helpful	4%
c) Not helpful	0%

20. Did your visit(s) run smoothly and pleasantly?

a) Yes	100%
b) No If so, what could be improved?	0%

_____

_____

_____

Adult Career Counseling Center

PROPOSED FOLLOW-UP QUESTIONNAIRE

I. Vocational Activities:

The following are a list of activities that are often involved in the process of making a career choice. Please indicate if you have done any of the following things because of your visit(s) to the Adult Career Counseling Center (ACCC).

		Yes	No
1.	Looked for a new part-time or full-time job	1	2
2.	Selected/started a new job	1	2
3.	Visited a placement office or an employment agency	1	2
4.	Sought more occupational information by calling on the phone or writing for information	1	2
5.	Talked to friends or relatives about my educational/career plans	1	2
6.	Talked to a counselor about educational/career plans	1	2
7.	Joined a club or group having career exploration as a major goal	1	2
8.	Explored getting more education or training	1	2
9.	Sought educational information about schools/ programs to further my training	1	2
10.	Enrolled and attend a school/program to further my career training	1	2
11.	Made specific plans to achieve my current career goals. If yes, what are they? _____	1	2

_____

12. Which of these experiences (answered yes to above) were the most helpful to you? Why? _____

_____

13. Anything else, that you have done since your visit(s) to the ACCC, relating to career exploration/search, that has been helpful to you?

_____

_____

_____

II. Activities Rating:

Rate each of the following activities you performed at the ACCC from 1 to 5.
1- confusing or useless
2- not helpful
3- undecided
4- helpful
5- very helpful
0- if not applicable activity or if you did not perform it.

		Rating					
1.	Completing the Interest, Abilities Values, and Experiences Inventories	1	2	3	4	5	0
2.	Prioritizing/clarifying my values	1	2	3	4	5	0
3.	Working with a list of career options generated by the computer	1	2	3	4	5	0
4.	Researching occupational options	1	2	3	4	5	0
5.	Talked with a counselor about a next step	1	2	3	4	5	0
6.	Working on taking the next step (i.e. school selection, resume writing, interviewing skills)	1	2	3	4	5	0

Adult Career Counseling Center

III. Career Status

Please rate the following statements from 1 to 5
1- strongly disagree
2- disagree
3- don't know
4- agree
5- strongly agree
0- not applicable

		Rating					
1.	I remain somewhat confused about my career planning.	1	2	3	4	5	0
2.	I need more information about occupations.	1	2	3	4	5	0
3.	I need more information about major fields of study.	1	2	3	4	5	0
4.	I feel more certain of my career related values than ever before.	1	2	3	4	5	0
5.	I see more possible occupational opportunities than I did before coming to the ACCC.	1	2	3	4	5	0

6. How would you estimate your progress in learning and choosing an occupation since your visit(s) to the ACCC?

1	2	3	4	5
no progress	a little progress	moderate progress	considerable progress	a great deal progress

7. I have the following concerns	Yes	No
a. I am uncertain about my abilities to finish	1	2
b. I don't have the money to follow the career I want most.	1	2
c. I lack the special talents to follow my first choice.	1	2
d. An influential person in my life does not approve of my career choice.	1	2

IX. FUTURE PLANS

Based on suggestions from the ACCC counselors and clients, we plan to:

1. locate additional space for intake and exit interviews and use of career resource material.

2. complete a follow-up study on ACCC clients.

3. Update and expand resources such as: college catalogs and reference materials.

4. provide more effective in-service to counseling program students and first year counselors.

5. expand use of career handouts and career assessments, as MBTI.

6. sponsor or co-sponsor workshops on topics as job hunting skills, resume preparation, etc.

7. pursue "networking" possibilities for computers in the center.

8. do more effective public relations, especially in September and January.

9. continue to support career development research on the part of counselors, students and career professionals.

10. continue collaboration of the ACCC with the Practicum Counseling Center, Continuum Center and Academic Services.

11. continue to involve the ACCC Advisory Committee in planning for the ACCC.

12. expand community outreach through participation in programs for area adults, as with programs sponsored by the Ken Morris Labor Studies Center.

13. continue to explore the possibility of an expansion of the ACCC services in collaboration with Oakland Community College in Pontiac.

14. explore new software programs, as RAVE which relates transferable skills from one career to another.

15. retain the extended evening and Saturday operating hours.

16. revise the scheduling procedure to allow counselors more time to prepare for clients.

APPENDIX A

ADULT CAREER COUNSELING CENTER RESOURCE LIST

PRINT RESOURCES IN THE OAKLAND UNIVERSITY

ADULT CAREER COUNSELING CENTER

The ACCC has the following resources available for use in our office:

II: CAREER INFORMATION (YELLOW TAPE) - General guides, handbooks, and encyclopedias on careers. Specific resources for women. Career source material provided by state and federal agencies.

I: EDUCATIONAL INFORMATION (MARKED WITH RED TAPE) - Books on exam taking, study skills for returning students, guides to institutions of higher learning, and many current Michigan college catalogues.

III: JOB HUNTING INFORMATION (GREEN TAPE) - This group of resource material includes information on employment outlook and many books and brochures to assist you in all areas as resume preparation.

IV: PROFESSIONAL INFORMATION (BLUE TAPE)

A. Journals and resource books to aid the career counselor in his/her work.

B. Material on the following subjects has been gathered and organized in binders:

- Computer assisted career guidance systems information and articles on the subject.
- Bibliographies on computer assisted career guidance systems.
- Career counseling information.
- Conference, research and current information on DISCOVER, SIGI, and MOIS.
- ACCC Public Relations scrap book, In-Servicing records and documents pertaining to the founding and establishment of the Adult Career Counseling Center of Oakland University.

ADULT CAREER COUNSELING CENTER RESOURCE LIST

I: EDUCATIONAL INFORMATION (RED)

American college. (1978). Test wiseness - Test taking for adults. New York: McGraw-Hill.

Apps, J. (1978). Study skills: For those adults returning to school. New York: McGraw-Hill.

Burrows, W. R. (Ed.) (1989). Allied Health Education Directory. Chicago, IL: American Medical Association.

Camiel, R. & Michaelsen, H. (1980). First time out: skills for living away from home. Sacramento, CA: Jalmar.

College entrance examination board. (1980). CLEP (College level examination program): General and subject examinations. Princeton, NJ: Educational Testing Service.

Conley, D. (1984). Graduate and professional: An overview-1985 (19th ed.). Princeton, NJ: Peterson's Guides.

Divine, J. H. & Kylen, D. W. (1979). How to beat test anxiety and score higher on your exams. Woodbury, NY: Barron's.

GRE General test: How to prepare for the graduate record examination (7th ed.). (1985). Woodbury, NY: Barron's.

How to prepare for the college level examination program: CLEP (4th ed.). (1983). Woodbury, NY: Barron's.

Lehman, A. E. (Ed.). (1986). Guide to four-year colleges. (16th ed.). Princeton, NJ: Peterson's Guides.

Lenz, E. & Shavevitz, M. H. (1977). So you want to go back to school: Facing the realities of reentry. New York: McGraw-Hill.

Kaye, K. R. (Ed.). (1985). Guide to four-year colleges (15th ed.). Princeton, NJ: Peterson's Guides.

Mendelsohn, P. (1980). Happier by degrees: A college reentry guide for women. New York: E.P. Dutton.

Phifer, P. (1987). College majors and careers: A resource guide for effective life planning. Garrett Park, MD: Garrett Park Press.

II: CAREER INFORMATION (YELLOW)

A: General Career Information

Allen, J. G. & Gorkin, P. (1985). Finding the right job at midlife. New York: Simon & Schuster.

Aptakin, K. (Ed.). (1980). Good works: A guide to social change careers. Washington, DC: Center for Study of Responsive Law.

Career information center (2nd ed.). (1979). Encino, CA: Glencoe/ Macmillan. 12 volumes and master index.

Cornish, E. (Ed.). (1988). Careers Tomorrow: The outlook for work in a changing world. Bethesda, MD: World Future Society.

Gale, B. & Gale, L. (1989). Stay or leave. New York, NY: Perennial Library.

Harrington, T. F. & O'Shea, A.J. (1984). Guide for occupational exploration. Circle Pines, MN: National Forum Foundation.

Hopke, W. E. (Editor-in-chief). (1984). The enclyclopedia of careers and vocational guidance (Vols. 1-3). Chicago: Ferguson.

Vol. I - Reviewing career fields.

Vol. II - Selecting a career.

Vol III - Selecting a technician's career.

Miller, A. (1979). Finding career alternatives for teachers: A step-by-step guide to your new career. New York: Apple.

Nadler, B. J. (1986). Liberal arts jobs. Princeton, NJ: Peterson's Guides.

Nassif, F. Z. (1980). Handbook of health careers: A guide to employment opportunities. New York: Human Sciences.

Nichols, H. E. & Schill, W. J. (1977). Yellow pages of careers: How to find the careers for you. Danville, IL: Interstate Printers & Publishers.

Winefordner, D. (Ed.). (1978). Career information system guide. Bloomington, IL: McKnight.

Winefordner, D. (Ed.). (1978). Worker trait group guide. Bloomington, IL: McKnight.

Winefordner, D. (Ed.). (1988). Worker trait group guide. Bloomington, IL: Meridian.

B: WOMEN AND CAREER

Backiel, L., Daily, S., & Washburne, C. K. (Eds.). Women in transition. (1975). New York: Charles Scribner's.

Baruch, G., Barnett, R., & Rivers, C. (1983). Lifeprints: New patterns of love and work for today's women. New York: New American Library.

Farley, L. (1978). Sexual shakedown: The sexual harassment of women on the job. New York: McGraw-Hill.

Lederer, M. (1979). Blue collar jobs for women. New York: E. P. Dutton.

Lembeck, R. (1975). 1001 job ideas for today's woman: A checklist guide to the job market. Garden City, NY: Doubleday/Dolphin.

Roland, A. & Harris, B. (1979). Career and motherhood: Struggles for a new identity. New York: Human Sciences.

C: FEDERAL AND STATE CAREER INFORMATION

Department of Defense. (1988). Military career guide: Employment and training opportunities in the military - 1988-1989. Washington, DC: Author.

Department of Labor. (1988). A working woman's guide to her job rights. Washington, DC: Author.

Michigan Department of Commerce. (1985). Guide to starting a business in Michigan. Lansing, MI: Author.

Michigan Department of Labor. (1988). Investing in people: A directory of Michigan's job training and related services. Lansing, MI: Author.

U.S. Department of Labor. (1977). Dictionary of occupational titles (4th ed.). Washington, DC: Author.

U.S. Department of Labor. (1987). Dictionary of occupational titles: fourth edition supplement, 1986.

U.S. Department of Labor. (1988-1989) (3 copies). Occupational outlook handbook.

Washington, DC: Author.

U.S. Department of Labor. (1986). Occupational projections and training data. Washington, DC: Author.

U.S. Department of Labor. (1981). Selected characteristics of occupations defined in the Dictionary of occupational titles. Washington, DC: Author.

III: JOB HUNTING INFORMATION (GREEN)

A: EMPLOYMENT OUTLOOK

Asimou, I., Bird, C., Choate, P., Lodge, G.C., & Yankelovich, D. (1984) Work in the 21st Century. New York: Hippocrene Books, Inc.

Blocher, D.H. (1989). Career actualization and life planning. Dever, CA: Love Publishing Co.

Cetron, M. & Davies, O. (1988). The great job shake-out, New York: NY,Simon & Schuster.

Collison, B. B. & Garefield, N. J. (1990). Careers in counseling and human development. VA: AACD.Feingold, S. N. & Miller, N. R. (1983). Emerging careers: New occupations for the year 2000 and beyond. Garrett Park, MD: Garrett Park Press.

Feingold, S. N. & Miller, N. R. (1983). Emerging careers: new occupations for the year 2000 and beyond. Garrett Park, MD: Garrett Park Press.

Feingold, S. N. & Hansard-Winkler, G. A. (1982). 900,000 plus jobs annually: Published sources of employment listings. Garrett Park, MD: Garrett Park Press.

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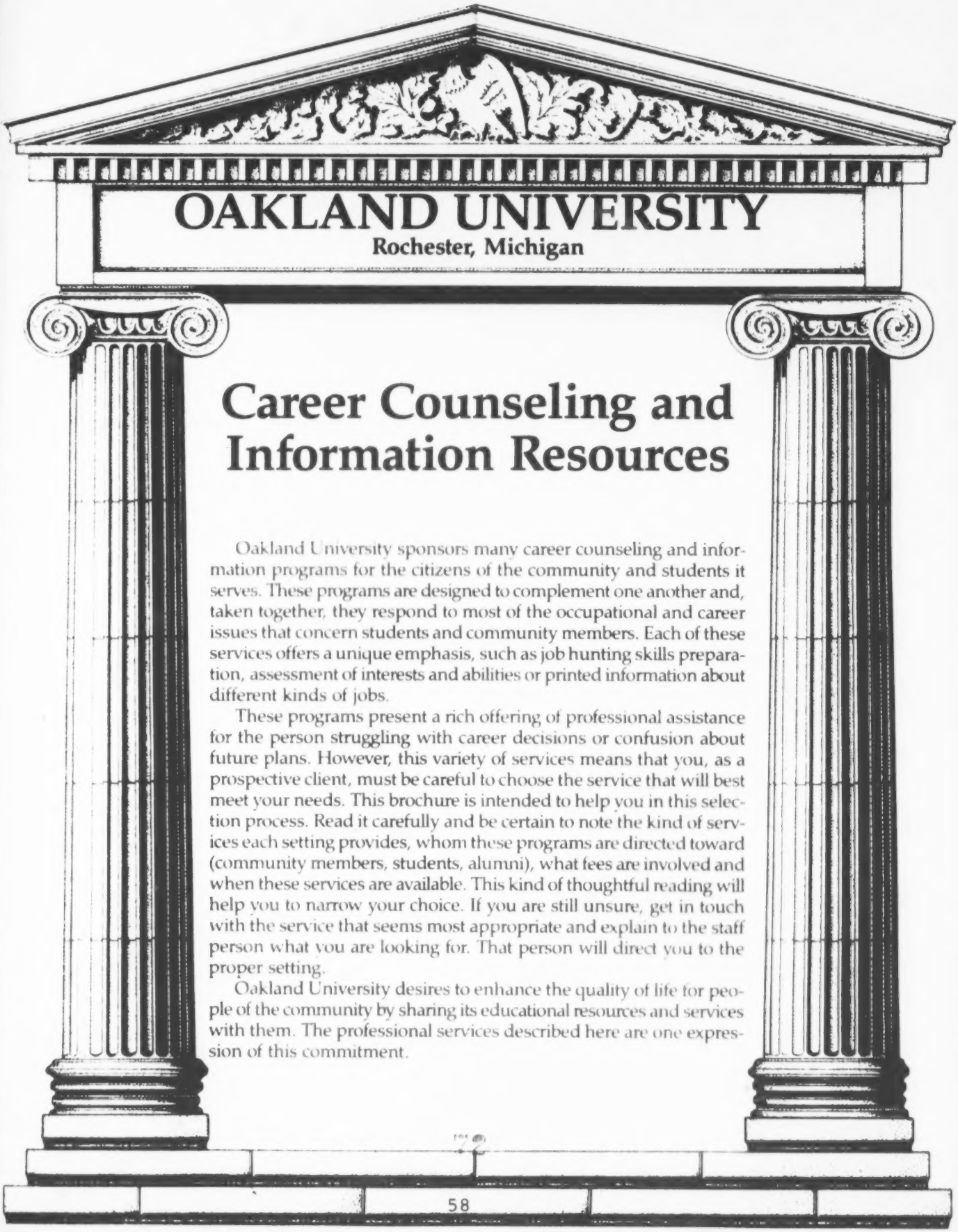
APPENDIX B

CAREER COUNSELING AND INFORMATION RESOURCES AT OAKLAND UNIVERSITY



OAKLAND UNIVERSITY

Rochester, Michigan

Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or printed information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

ADULT CAREER COUNSELING CENTER

Eligible Clients
The Adult Career Counseling Center serves adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

Services
1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; educational and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

Appointments
Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

Hours
The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

Fees
No fee is charged for the services of the ACCC.

Location
The Adult Career Counseling Center is located in Room 147 O'Dowd Hall.

CAREER TESTING AND COUNSELING CENTER

Eligible Clients
Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part of the counseling process.

Services
By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System (MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

Appointments
Individuals seeking information may call 370-3465, Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

Hours

Monday, Thursday, Friday	8 a.m. - 5 p.m.
Tuesday	8 a.m. - 8 p.m.
Wednesday	8 a.m. - 9 p.m.
Saturday	9 a.m. - 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

Fees
Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

Location
This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

CONTINUUM CENTER

Eligible Clients
The Continuum Center serves men and women from young adulthood to old age. Most of its clients are not students at the university. These clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal issues.

Services
The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career-related services include workshops in resume writing, job interviews and job hunting.

Besides the career counseling services, the Continuum Center provides personal counseling and consultations, personal and professional development workshops and group leader training. There are special programs serving older adults and their families. Among the workshops offered are "Counseling the Older Adult," "Excellence in Management," "Communication for Couples," and "Stress Management."

Appointments
All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

Hours
The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. These hours change during the summer and holidays. Call 370-3033 to check on the schedule.

Fees
Counseling and consultation fees are assessed according to a sliding fee scale on family income. There are set fees for workshop programs. Partial scholarships are sometimes available for the workshops. Oakland University students and staff may attend the workshops at half-price.

Location
Counseling appointments are held at the Continuum Center, Room 478 O'Dowd Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.

DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

Eligible Clients
The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University Students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

Services
This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may receive assessment of career interests by using the Michigan Occupational Information System (MOIS), SIGI PLUS and DISCOVER II career guidance systems. The office also serves as a referral source for the many services, departments and advisers throughout the campus.

Career Resource Center
The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and DISCOVER II) are available in the CRC. In addition, the Michigan Occupational Information System (MOIS) and many written materials can be accessed. (The Strong-Campbell Interest Inventory is provided for a nominal fee.) Students may also seek career advising with career counselors in the department.

Appointments
Appointments can be made by calling 370-3227 or by coming to the office in person.

Hours

Monday - Friday	8 a.m. - 12 p.m. 1 p.m. - 5 p.m.
Wednesday evening	5 p.m. - 9 p.m.

Summer and holiday office hours could vary.

Fees
There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

Location
The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

OAKLAND UNIVERSITY LIBRARY

Eligible Clients
Oakland University's Kresge Library reference service and collections are available to students and community members. However, circulation of materials is limited to Oakland University students, staff and alumni.

Services
The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major American cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

Appointments
There is no need for setting an appointment. However, a reference librarian is normally on duty from 10 a.m. to 7 p.m. on Monday through Thursday; 10 a.m. to 4 p.m. on Friday; noon to 4 p.m. on Saturday and 1 p.m. to 5 p.m. on Sunday. The remainder of the time the desk is staffed by a reference assistant or by students.

Hours

Monday - Thursday	8 a.m. - 11:30 p.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	1 p.m. - 11:30 p.m.

These hours change during the summer and holidays. Call 370-2492 to check on the schedule.

Fees
There are no fees. Photocopy machines are available in the library at the cost of 10 cents per page.

Location
Kresge Library building.

PLACEMENT AND CAREER SERVICES

Eligible Clients
These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

Placement
Individual placement counseling and career information are available to all juniors, seniors, graduate students and alumni. Additional assistance is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of credential files for graduates and the publication of a bi-weekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/professional school testing applications; and career-related publications and magazines.

Co-op Education Program
In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for majors in the College of Arts and Sciences, the School of Business Administration and the School of Engineering and Computer Science.

OU Internship Program
Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

Appointments
Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. An intake counselor is available on Monday-Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

Hours

Monday - Friday	8 a.m. - 5 p.m.
Wednesday evening	5 p.m. - 6:30 p.m. (September - April)

The office is closed between noon and 1 p.m. These hours change at holiday time. Call 370-3250 to check on the schedule.

Fees
There are no fees charged for services with the exception of minimal fees for sending credentials and subscription to the "Job Post."

Location
Placement and Career Services is located in Room 275 Vandenberg Hall (West).

PRACTICUM COUNSELING CENTER

Eligible Clients
The Practicum Counseling Center (PCC) offers personal counseling services to both Oakland University students and members of the surrounding communities.

Services
Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER. Clients sign a release form for video-taping at the first counseling session.

Appointments
Phone for an appointment at 370-4175 or 370-4176.

Hours
The Practicum Counseling Center is open most weekdays from 9 a.m. - 9 p.m. to accommodate clients' schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January - April) semesters.

Fees
There are no fees charged for services.

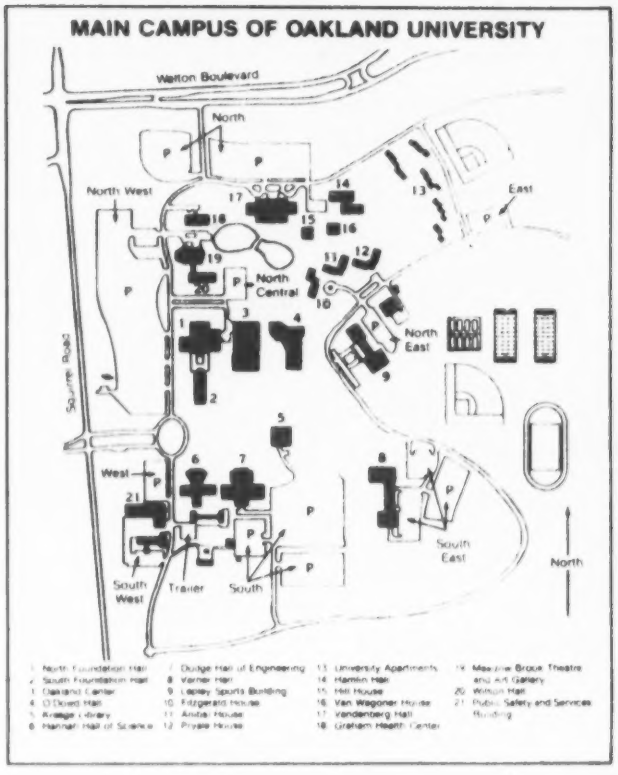
Location
The center is located in the lower level of O'Dowd Hall. The office is in 132 O'Dowd Hall.

ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief adviser. Generally, this person or his/her designated associate focuses on academic advising, but students may find that such advisers serve as a source of informtion on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an adviser or simply to discuss options.

To locate a particular department, please call the university's general information number, 370-2100.



Oakland University is an equal opportunity and affirmative action institution.

Oakland UNIVERSITY
Rochester, Michigan

APPENDIX C

AUXILIARY GRANT SUPPORTED SERVICES

Academic Services and General Studies
Career Resource Center

SIGI PLUS AND DISCOVER FOR ADULT USAGE

SIGI PLUS AND DISCOVER FOR ADULTS (we converted from DISCOVER II to DISCOVER FOR ADULTS), the computer-assisted career guidance systems, have been in operation in the Academic Services' Career Resource Center since March 1983. Since that time the purchase of furniture, additional resources and part-time personnel have enhanced the development of the center. Consistent usage of the Career Resource Center indicates the services are fulfilling students' needs.

The Career Resource Center and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources and classes. The Career Counseling and Information Resources (Pillars) brochure, the university catalog, the Evening and Extension Services brochure and the Schedule of Classes are all regular publications that carry a segment highlighting the services available in the Career Resource Center. Further, letters to special populations such as undecided students, readmitted students, and probationary students are sent each fall and winter semesters. These letters list a variety of support services available campus-wide including the Career Resource Center.

Presentations and the Career Resource Center sheets are given to new undergraduate students at their orientation, and the center is a featured stop on the campus tour for new students.

Presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-dept usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilize the center services are listed below:

RHT 101	Composition II for Undecided Students
HRD 264	Educational and Career Exploration
HRD 364	Career Development
CNS 665	Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER FOR ADULTS has remained constant over the years. On an average 8 students per week use each system.

	1988-1989 (Sept. through April)	1989-1990 (Sept. through April)
SIGI PLUS number of users	307	287
DISCOVER II number of users	239	
DISCOVER FOR ADULTS		183

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the system with peak usage happening in the months of October, November, February and March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

In general, user response has been overwhelmingly positive. Students maintain the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. The CRC student assistants reported a slight preference for SIGI PLUS as the keyboard and functions are simplified and the system graphics are clear and colorful. Appointments are generally available within a week, with peak periods causing some 8-14 day delays.

During the 1989-90 academic year the Career Resource Center employed two student assistants for coverage of the Center. These students certainly contributed to our operation. They provided the welcoming peer assistance that can be reassuring to the student using the systems for the first time.

CONTINUUM CENTER AND THE ACCC

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI and DISCOVER for Adults. Participants in our group "Careers in Transition" program are also referred to the Center and many of them take advantage of that opportunity.

The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. We are presently providing such services to the union represented employees of AT & T through the Alliance, a joint union management program and to laid-off or soon to be laid-off employees of Ford Motor Company.

Our plans for the future include continuing providing these services, both at Oakland and on the sites of contracting organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.